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ABSTRACT

Faculty and staff at the College of Eastern Utah were surveyed in order to ascertain the level of job satisfaction of the college's personnel. Over 90% of the faculty completed a 94-item job satisfaction questionnaire which was based on Herzberg's Motivation-Hygiene theory of motivation. College staff completed a slightly modified form of the questionnaire. In addition to rating aspects of job satisfaction, the questionnaire elicited agreement or disagreement with 28 statements concerning the community college concept. Results of the study indicated job satisfaction was (1) high in the areas of achievement, possibility of growth, recognition, responsibility, the work itself, interpersonal relations, supervision, and working conditions, and (2) low in the areas of adoption of employee-recommended practices, in-service training, opportunities to attend professional workshops and conferences, inter-departmental cooperation, policy and administration, and salaries. It was recommended that the level of satisfaction, particularly in the areas of administration, policy, and salaries, be improved not only to decrease dissatisfaction but also to enhance overall institutional effectiveness. Tabular survey data are included and the two survey instruments are appended. (JDS)

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IR STUDIES

JOB SATISFACTION OF FACULTY AND STAFF

AT THE COLLEGE OF EASTERN UTAH

Office of Institutional Research
College of Eastern Utah
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June 1977

Title III Program, H.E.W.

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JC 770 372

Introduction and Methodology

Nationally, among the problems experienced by educational administrators is that of retaining instructors and developing them to maximum performance levels. The College of Eastern Utah (CEU) is not unique in experiencing similar problems among its faculty and staff. Therefore, a study of the level of job satisfaction/dissatisfaction of the faculty and staff at CEU seems relevant.

It is clear that many instructors leave the profession or transfer to other institutions because of circumstances over which the institutions have no control. However, it is likely that some instructors leave because of factors over which the institution could have exercised control had those factors been identified and understood by administrators who were interested in faculty job satisfaction. Literature on the subject indicates that job satisfaction is a prerequisite to long tenure and good job performance, and hence to institutional effectiveness.[1] Therefore, it seems wise for CEU to examine the satisfaction of its staff to determine whether any problem areas exist at CEU.

The major portion of the instrument used in this analysis was taken from a survey published for that purpose in the January, 1977 "Community College Review". The instrument itself is based on Frederich Herzberg's Motivation-Hygiene theory of motivation. This states that "there are two separate processes of motivation: one composed of 'motivation' factors concerns high-level needs, the second (and negatively oriented) composed of 'hygiene' factors concerns lower-level needs. A basic assumption in this theory is that if the workers are to be motivated, the job itself is the major source of the motivation. Hygienic factors can only serve as a basis for improving the environment and preventing dissatisfaction."[2] Motivating factors serve to provide satisfaction with the job. The important finding is that satisfiers and dissatisfiers are separate, distinct factors, rather than opposite poles of the same factor.

As administered at CEU, the survey form was divided into 13 segments. One dealing with demographic data, another dealing with the community college concept, one item on overall level of job satisfaction and 10 areas corresponding to 10 factors of job satisfaction as defined by Herzberg. These 10 areas are: achievement, recognition, the work itself, responsibility, possibility of growth, organizational policy and administration, supervision, salary, work conditions, and interpersonal relations. Hezberg classified the first five of these factors as motivators, and the last five as hygiene factors. The survey form administered to staff was slightly different from that given to faculty. (See the appendix.) Nevertheless, the same 13 areas existed in each form.

At the time the survey was taken, at the beginning of Spring quarter, 1977, there were 45 faculty members at CEU and 39 members of the staff for a total of 84 employees. An individual with a split assignment who was teaching was classified as faculty for the purposes of the study. Response to the survey was

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[1] Olin R. Wood, "Measuring Job Satisfaction of the Community College Staff," Community College Review, III (January, 1976), 56.

[2] Ibid., p. 57.

obtained from 43 (95.6%) faculty members and 37 (94.9%) members of the staff.

Results

The responses of the faculty and staff to the questions on the survey will now be presented, beginning with the demographic data.

1. Demographic Data

		Faculty		Staff	
		Number	Percent	Number	Percent
Sex	Male	29	72.5	22	61.1
	Female	11	27.5	14	38.9
	Total	40	100.0	36	100.0
Number of years employed at CEU	1	6	16.2	8	24.2
	2	4	10.8	5	15.2
	3	7	18.9	4	12.1
	4-5	4	10.8	3	9.1
	6-10	7	18.9	4	12.1
	11-15	5	13.5	5	15.2
	16 +	4	10.8	4	12.1
	Total	37	99.9	33	100.0
Highest Level of Education	High School	0	0.0	10	29.4
	Postsecondary certificate or Diploma	4	10.0	5	14.7
	Associate Degree	3	7.5	6	17.6
	Bachelor's Degree	2	5.0	4	11.8
	Bachelor's Degree plus hours	7	17.5	5	14.7
	Master's Degree	9	22.5	0	0.0
	Master's Degree plus hours	12	30.0	2	5.9
	Doctor's Degree	3	7.5	2	5.9
	Total	40	100.0	34	100.0
Division (Faculty)	Humanities and Social Sciences	22	52.4	---	---
	Natural Science	7	16.7	---	---
	Applied Science	13	31.0	---	---
	Total	42	100.1	---	---
Job Classification (Staff)	Administration	---	---	15	41.7
	Staff	---	---	21	58.3
	Total	---	---	36	100.0

2. Achievement (Motivator)		Faculty Number	Faculty Percent	Staff Number	Staff Percent
The actual achievement of work-related goals	Very Dissatisfied (VD)	1	2.4	1	2.7
	Slightly to moderately dissatisfied (MD)	0	0.0	1	2.7
	Not sure of opinion (NS)	4	9.5	1	2.7
	Slightly to moderately satisfied (MS)	33	76.2	25	67.6
	Very Satisfied (VS)	5	11.9	9	24.3
	Total	43	100.0	37	100.0
The immediate results from your work	VD	1	2.3	1	2.7
	MD	2	4.7	0	0.0
	NS	5	11.6	1	2.7
	MS	27	62.8	22	59.5
	VS	8	18.6	13	35.1
	Total	43	100.0	37	100.0
The actual adoption of practices which you recommend	VD	4	9.3	3	8.1
	MD	10	23.3	5	13.5
	NS	5	11.6	11	29.7
	MS	21	48.8	15	40.5
	VS	3	7.0	3	8.1
	Total	43	100.0	37	99.9
Personal goal attainment	VD	0	0.0	2	5.4
	MD	5	11.6	1	2.7
	NS	9	20.9	3	8.1
	MS	22	51.2	22	59.5
	VS	7	16.3	9	24.3
	Total	43	100.0	37	100.0
Students follow the practices being taught (Faculty only)	VD	0	0.0	---	---
	MD	1	2.3	---	---
	NS	7	16.3	---	---
	MS	28	65.1	---	---
	VS	7	16.3	---	---
	Total	43	100.0		
Observing student's growth and success over a period of time (Faculty only)	VD	0	0.0	---	---
	MD	0	0.0	---	---
	NS	5	11.9	---	---
	MS	22	52.4	---	---
	VS	15	35.7	---	---
	Total	42	100.0		

		Faculty Number	Faculty Percent	Staff Number	Staff Percent
The extent to which you are able objectively to evaluate your accomplishment	VD	0	0.0	1	2.7
	MD	3	7.0	0	0.0
	NS	8	18.6	4	10.8
	MS	27	62.8	17	45.9
	VS	5	11.6	15	40.5
	Total	43	100.0	37	99.9
3. Growth (Motivator)					
Opportunities for increased responsibility in education at CEU	VD	1	2.4	4	10.8
	MD	7	16.7	7	18.9
	NS	8	19.0	6	16.2
	MS	18	42.9	9	24.3
	VS	8	19.0	11	29.7
	Total	42	100.0	37	99.9
Opportunities provided for growth in education/at CEU compared to growth in other fields/ outside of education	VD	0	0.0	4	10.8
	MD	10	23.8	4	10.8
	NS	13	31.0	9	24.3
	MS	14	33.3	13	35.1
	VS	5	11.9	7	18.9
	Total	42	100.0	37	99.9
Participation in in-service education (Faculty only)	VD	4	9.3	---	---
	MD	11	25.6	---	---
	NS	14	32.6	---	---
	MS	10	23.3	---	---
	VS	4	9.3	---	---
	Total	43	100.1		
Types and levels of in-service education (Faculty only)	VD	6	14.0	---	---
	MD	11	25.6	---	---
	NS	16	37.2	---	---
	MS	6	14.0	---	---
	VS	4	9.3	---	---
	Total	43	100.1		
Opportunities to grow professionally through formal education	VD	1	2.4	1	2.7
	MD	8	19.0	7	18.9
	NS	4	9.5	9	24.3
	MS	21	50.0	11	29.7
	VS	8	19.0	9	24.3
	Total	42	99.9	37	99.9

		Faculty Number	Faculty Percent	Staff Number	Staff Percent
Opportunities to attend professional conferences, workshops, etc.	VD	5	11.9	3	8.3
	MD	7	16.7	8	22.2
	NS	5	11.9	4	11.1
	MS	16	38.1	10	27.8
	VS	9	21.4	11	30.6
	Total	42	100.0	36	100.0
4. Interpersonal Relations (Hygiene)					
Friendliness of your co-workers	VD	0	0.0	0	0.0
	MD	1	2.3	1	2.7
	NS	6	14.0	3	8.1
	MS	19	44.2	15	40.5
	VS	17	39.5	18	48.6
	Total	43	100.0	37	99.9
Cooperation from faculty/staff in your department (division if one person department.)	VD	0	0.0	1	2.7
	MD	5	11.6	0	0.0
	NS	2	4.7	0	0.0
	MS	14	32.6	13	35.1
	VS	22	51.2	23	62.2
	Total	43	100.1	37	100.0
Cooperation from faculty/ faculty and staff outside your department/ (division if one person department.)	VD	1	2.4	2	5.4
	MD	10	23.8	9	24.3
	NS	4	9.5	2	5.4
	MS	14	33.3	16	43.2
	VS	13	31.0	8	21.6
	Total	42	100.0	37	99.9
Faculty/staff - student relationships	VD	1	2.4	0	0.0
	MD	0	0.0	4	10.8
	NS	3	7.1	6	16.2
	MS	19	45.2	11	29.7
	VS	19	45.2	16	43.2
	Total	42	99.9	37	99.9
Professional relationships on the job	VD	0	0.0	0	0.0
	MD	4	9.5	3	8.3
	NS	4	9.5	3	8.3
	MS	22	52.4	15	41.7
	VS	12	28.6	15	41.7
	Total	42	100.0	36	100.0

		Faculty Number	Faculty Percent	Staff Number	Staff Percent
Personal relationships on the job	VD	0	0.0	0	0.0
	MD	2	4.7	0	0.0
	NS	6	14.0	3	8.1
	MS	18	41.9	16	43.2
	VS	17	39.5	18	48.6
	Total	43	100.1	37	99.9
5. Policy and Administration (Hygiene)					
Overall institutional relations including faculty, students, and staff	VD	0	0.0	0	0.0
	MD	4	9.3	6	16.2
	NS	7	16.3	3	8.1
	MS	26	60.5	22	59.5
	VS	6	14.0	6	16.2
	Total	43	100.1	37	100.0
Your involvement in making decisions	VD	4	9.5	4	10.8
	MD	7	16.7	10	27.0
	NS	9	21.4	4	10.8
	MS	18	42.9	10	27.0
	VS	4	9.5	9	24.3
	Total	42	100.0	37	99.9
The extent to which you are informed about matters affecting you	VD	7	16.3	5	14.3
	MD	9	20.9	5	14.3
	NS	4	9.3	2	5.7
	MS	16	37.2	14	40.0
	VS	7	16.3	9	25.7
	Total	43	100.0	35	100.0
The procedures used to select faculty for promotion to positions such as department chairman, or division chairman (Faculty only)	VD	6	15.0	---	---
	MD	7	17.5	---	---
	NS	11	27.5	---	---
	MS	13	32.5	---	---
	VS	3	7.5	---	---
	Total	40	100.0		
The extent to which administrative policies and procedures are made available to the faculty/staff	VD	6	14.3	5	13.5
	MD	6	14.3	7	18.9
	NS	12	28.6	8	21.6
	MS	15	35.7	10	27.0
	VS	3	7.1	7	18.9
	Total	42	100.0	37	99.9

		Faculty Number	Faculty Percent	Staff Number	Staff Percent
The administrative procedures used to carry out the educational program	VD	3	7.1	5	13.5
	MD	12	28.6	3	8.1
	NS	12	28.6	12	32.4
	MS	13	31.0	11	29.7
	VS	2	4.8	6	16.2
	Total	42	100.1	37	99.9
The extent to which administrative policies and procedures are actually followed	VD	6	14.3	8	22.2
	MD	12	28.6	6	16.7
	NS	11	26.2	8	22.2
	MS	12	28.6	13	36.1
	VS	1	2.4	1	2.8
	Total	42	100.1	36	100.0
The extent to which the policies meet faculty/staff needs	VD	3	7.1	4	10.8
	MD	8	19.0	8	21.6
	NS	16	38.1	10	27.0
	MS	15	35.7	14	37.8
	VS	0	0.0	1	2.7
	Total	42	99.9	37	99.9
The educational philosophy which prevails at CEU	VD	2	4.9	1	2.8
	MD	9	22.0	6	16.7
	NS	5	12.2	8	22.2
	MS	20	48.8	12	33.3
	VS	5	12.2	9	25.0
	Total	41	100.1	36	100.0
6. Recognition (Motivator)					
Recognition of your accomplishments by co-workers	VD	0	0.0	1	2.7
	MD	6	14.0	2	5.4
	NS	8	18.6	6	16.2
	MS	21	48.8	19	51.4
	VS	8	18.6	9	24.3
	Total	43	100.0	37	100.0
Recognition of your accomplishments by superiors	VD	2	4.7	1	2.8
	MD	1	2.3	5	13.9
	NS	13	30.2	6	16.7
	MS	19	44.2	11	30.6
	VS	8	18.6	13	36.1
	Total	43	100.0	36	100.1

		Faculty Number	Faculty Percent	Staff Number	Staff Percent
Your recognition compared to that of your co-workers	VD	0	0.0	0	0.0
	MD	3	7.0	2	5.4
	NS	16	37.2	7	18.9
	MS	19	44.2	16	43.2
	VS	5	11.6	12	32.4
	Total	43	100.0	37	99.9
The recognition you get from the administration for your ideas	VD	4	9.3	2	5.6
	MD	4	9.3	4	11.1
	NS	10	23.3	9	25.0
	MS	18	41.9	10	27.8
	VS	7	16.3	11	30.6
	Total	43	100.1	36	100.1
Publicity given to your work and activities	VD	3	7.1	1	2.8
	MD	7	16.7	10	27.8
	NS	11	26.2	7	19.4
	MS	15	35.7	12	33.3
	VS	6	14.3	6	16.7
	Total	42	100.0	36	100.0
7. Responsibility (Motivator)					
The authority you have to get the job done	VD	3	7.1	3	8.1
	MD	4	9.5	5	13.5
	NS	4	9.5	3	8.1
	MS	23	54.8	13	35.1
	VS	8	19.0	13	35.1
	Total	42	99.9	37	99.9
The total amount of responsibilty you have	VD	1	2.3	2	5.4
	MD	5	11.6	2	5.4
	NS	2	4.7	3	8.1
	MS	22	51.2	13	35.1
	VS	13	30.2	17	45.9
	Total	43	100.0	37	99.9
Your responsibilities compared with those of your co-workers	VD	1	2.3	1	2.7
	MD	6	14.0	1	2.7
	NS	7	16.3	4	10.8
	MS	19	44.2	11	29.7
	VS	10	23.3	20	54.1
	Total	43	100.1	37	100.0

		Faculty Number	Faculty Percent	Staff Number	Staff Percent
Committee responsibilities	VD	2	4.8	2	5.4
	MD	2	4.8	0	0.0
	NS	13	31.0	13	35.1
	MS	18	42.9	12	32.4
	VS	7	16.7	10	27.0
	Total	42	100.2	37	99.9
Responsibilities outside your major areas of interest	VD	1	2.4	2	5.7
	MD	3	7.1	2	5.7
	NS	12	28.6	14	40.0
	MS	20	47.6	9	25.7
	VS	6	14.3	8	22.9
	Total	42	100.0	35	100.0
8. Salary (Hygiene)					
The method used to determine your salary	VD	6	14.0	7	19.4
	MD	5	11.6	2	5.6
	NS	8	18.6	10	27.8
	MS	16	37.2	13	36.1
	VS	8	18.6	4	11.1
	Total	43	100.0	36	100.0
The range of salaries paid to instructors/staff in your institution	VD	11	26.2	6	16.2
	MD	13	31.0	6	16.2
	NS	6	14.3	12	32.4
	MS	11	26.2	8	21.6
	VS	1	2.4	5	13.5
	Total	42	100.1	37	99.9
Your salary compared to that of people with similar training in other professions	VD	15	35.7	8	22.2
	MD	12	28.6	13	36.1
	NS	7	16.7	5	13.9
	MS	7	16.7	6	16.7
	VS	1	2.4	4	11.1
	Total	42	100.1	36	100.0
The amount of your salary	VD	9	20.9	5	14.3
	MD	14	32.6	12	34.3
	NS	5	11.6	2	5.7
	MS	13	30.2	13	37.1
	VS	2	4.7	3	8.6
	Total	43	100.0	35	100.0

		Faculty Number	Faculty Percent	Staff Number	Staff Percent
The earning potential of the staff compared to that of the faculty	VD	4	9.8	5	14.3
	MD	8	19.5	8	22.9
	NS	24	58.5	9	25.7
	MS	5	12.2	8	22.9
	VS	0	0.0	5	14.3
	Total	41	100.0	35	100.1
9. Supervision (Hygiene)					
The level of understanding that your superiors and you have of each other	VD	3	7.1	3	8.1
	MD	6	14.3	3	8.1
	NS	6	14.3	6	16.2
	MS	23	54.8	13	35.1
	VS	4	9.5	12	32.4
	Total	42	100.0	37	99.9
On the job supervision given by your superior	VD	3	7.1	3	8.1
	MD	4	9.5	4	10.8
	NS	9	21.4	4	10.8
	MS	15	35.7	13	35.1
	VS	11	26.2	13	35.1
	Total	42	99.9	37	99.9
Competence of your superior to give leadership	VD	2	4.7	4	10.8
	MD	5	11.6	1	2.7
	NS	9	20.9	2	5.4
	MS	14	32.6	8	21.6
	VS	13	30.2	22	59.5
	Total	43	100.0	37	100.0
Personal encouragement given by your superior	VD	1	2.3	2	5.4
	MD	6	14.0	3	8.1
	NS	7	16.3	3	8.1
	MS	17	39.5	9	24.3
	VS	12	27.9	20	54.1
	Total	43	100.0	37	100.0
The willingness of your superior to delegate authority	VD	3	7.0	3	8.3
	MD	2	4.7	2	5.6
	NS	9	20.9	3	8.3
	MS	16	37.2	9	25.0
	VS	13	30.2	19	52.8
	Total	43	100.0	36	100.0

		Faculty		Staff	
		Number	Percent	Number	Percent
Authority delegated compared to duties delegated	VD	4	9.3	4	10.8
	MD	5	11.6	1	2.7
	NS	9	20.9	4	10.8
	MS	17	39.5	14	37.8
	VS	8	18.6	14	37.8
	Total	43	99.9	37	99.9
Counsel and guidance given by your superiors	VD	2	4.8	2	5.4
	MD	8	19.0	1	2.7
	NS	11	26.2	6	16.2
	MS	13	31.0	14	37.8
	VS	8	19.0	14	37.8
	Total	42	100.0	37	99.9
The initiation of innovations by your superiors	VD	2	4.7	1	2.8
	MD	10	23.3	2	5.6
	NS	13	30.2	6	16.7
	MS	12	27.9	16	44.4
	VS	6	14.0	11	30.6
	Total	43	100.0	36	100.1
The fairness of your superiors	VD	3	7.0	1	2.7
	MD	0	0.0	2	5.4
	NS	11	25.6	3	8.1
	MS	17	39.5	15	40.5
	VS	12	27.9	16	43.2
	Total	43	100.0	37	99.9
The sensitivity of your superiors to your needs	VD	2	4.7	1	2.7
	MD	8	18.6	5	13.5
	NS	10	23.3	4	10.8
	MS	14	32.6	9	24.3
	VS	9	20.9	18	48.6
	Total	43	100.1	37	99.9
Specific on-the-job training offered by your superior	VD	5	11.9	2	5.6
	MD	5	11.9	6	16.7
	NS	22	52.4	12	33.3
	MS	5	11.9	6	16.7
	VS	5	11.9	10	27.8
	Total	42	100.0	36	100.1

		Faculty Number	Faculty Percent	Staff Number	Staff Percent
10. The Work Itself (Motivator)					
Work and association with college-age students	VD	1	2.4	0	0.0
	MD	0	0.0	2	5.4
	NS	2	4.9	1	2.7
	MS	17	41.5	16	43.2
	VS	21	51.2	18	48.6
	Total	41	100.0	37	99.9
The interesting and challenging aspects of teaching (Faculty only)	VD	0	0.0	---	---
	MD	0	0.0	---	---
	NS	4	9.3	---	---
	MS	15	34.9	---	---
	VS	24	55.8	---	---
	Total	43	100.0		
The general type of work you do	VD	1	2.3	0	0.0
	MD	1	2.3	1	2.7
	NS	1	2.3	0	0.0
	MS	15	34.9	14	37.8
	VS	25	58.1	22	59.5
	Total	43	99.9	37	100.0
The level of enthusiasm about teaching/your job	VD	0	0.0	1	2.7
	MD	1	2.3	2	5.4
	NS	2	4.7	4	10.8
	MS	13	30.2	7	18.9
	VS	27	62.8	23	62.2
	Total	43	100.0	37	100.0
11. Working Conditions (Hygiene)					
The number of classes or groups for which your are responsible (Faculty only)	VD	2	4.7	---	---
	MD	5	11.6	---	---
	NS	4	9.3	---	---
	MS	18	41.9	---	---
	VS	14	32.6	---	---
	Total	43	100.1		
The number of hours you work each week	VD	1	2.3	0	0.0
	MD	10	23.3	3	8.1
	NS	1	2.3	0	0.0
	MS	19	44.2	14	37.8
	VS	12	27.9	20	54.1
	Total	43	100.0	37	100.0

		Faculty Number	Faculty Percent	Staff Number	Staff Percent
Your work schedule compared to that of people with similar training in other professions	VD	2	4.7	0	0.0
	MD	12	27.9	2	5.4
	NS	5	11.6	4	10.8
	MS	13	30.2	12	32.4
	VS	11	25.6	19	51.4
	Total	43	100.0	37	100.0
Your office facilities/office facilities or work area	VD	8	18.6	1	2.7
	MD	0	0.0	6	16.2
	NS	2	4.7	0	0.0
	MS	16	37.2	9	24.3
	VS	17	39.5	21	56.8
	Total	43	100.0	37	100.0
The adequacy of instructional equipment/equipment you use	VD	3	7.0	1	2.7
	MD	7	16.3	3	8.1
	NS	4	9.3	4	10.8
	MS	19	44.2	11	29.7
	VS	10	23.3	18	48.6
	Total	43	100.1	37	99.9
The number of course preparations required (Faculty only)	VD	4	9.3	---	---
	MD	4	9.3	---	---
	NS	4	9.3	---	---
	MS	23	53.5	---	---
	VS	8	18.6	---	---
	Total	43	100.0		
Your work schedule compared to that of your co-workers	VD	4	9.3	1	2.7
	MD	5	11.6	3	8.1
	NS	1	2.3	2	5.4
	MS	24	55.8	9	24.3
	VS	9	20.9	22	59.5
	Total	43	99.9	37	100.0
12. Overall Job Satisfaction					
Consider all aspects of your job as an instructor/your job and indicate your overall level of job satisfaction of dissatisfaction	VD	0	0.0	1	2.7
	MD	4	9.3	2	5.4
	NS	2	4.7	1	2.7
	MS	25	58.1	18	48.6
	VS	12	27.9	15	40.5
	Total	43	100.0	37	99.9

		Faculty Number	Faculty Percent	Staff Number	Staff Percent
13. Community College Concept					
Technical and vocational programs at CEU strive to meet the technical and vocational needs of the community	SD	1	2.4	1	2.7
	MD	7	16.7	5	13.5
	NS	7	16.7	1	2.7
	MA	17	40.5	18	48.6
	SA	10	23.8	12	32.4
	Total	42	100.1	37	99.9
A community college teaching position is identical in scope and emphasis to a teaching position at a senior college or university	SD	17	40.5	6	16.7
	MD	8	19.0	9	25.0
	NS	5	11.9	9	25.0
	MA	7	16.7	8	22.2
	SA	5	11.9	4	11.1
	Total	42	100.0	36	100.0
Adult education is one of the basic functions of a community college	SD	0	0.0	0	0.0
	MD	0	0.0	2	5.4
	NS	1	2.4	1	2.7
	MA	14	33.3	9	24.3
	SA	27	64.3	25	67.6
	Total	42	100.0	37	100.0
Standards of higher education make it mandatory that all programs in community colleges be secondary to the transfer programs	SD	15	35.7	9	24.3
	MD	12	28.6	4	10.8
	NS	9	21.4	14	37.8
	MA	6	14.3	9	24.3
	SA	0	0.0	1	2.7
	Total	42	100.0	37	99.9
The two-year career programs are vital in a community college in order for it to effectively discharge its education obligation to the community	SD	0	0.0	2	5.4
	MD	1	2.4	0	0.0
	NS	1	2.4	3	8.1
	MA	13	31.0	12	32.4
	SA	27	64.3	20	54.1
	Total	42	100.1	37	100.0
It is realistic and sound educational policy for a community college to attempt to provide post high school programs for varying ability levels	SD	1	2.4	1	2.7
	MD	1	2.4	0	0.0
	NS	3	7.1	2	5.4
	MA	19	45.2	13	35.1
	SA	18	42.9	21	56.8
	Total	42	100.0	37	100.0

		Faculty Number	Faculty Percent	Staff Number	Staff Percent
A community college provides the opportunity for acquiring education beyond high school to a broader segment of the community than other types of institutions	SD	0	0.0	0	0.0
	MD	2	4.8	3	8.1
	NS	1	2.4	4	10.8
	MA	17	40.5	8	21.6
	SA	22	52.4	22	59.5
	Total	42	100.1	37	100.0
The extension of educational opportunity through provision for remedial work is a responsibility of CEU	SD	0	0.0	1	2.8
	MD	3	7.3	1	2.8
	NS	3	7.3	10	27.8
	MA	20	48.8	8	22.2
	SA	15	36.6	16	44.4
	Total	41	100.0	36	100.0
Community service and participation is an individual staff obligation	SD	1	2.4	1	2.7
	MD	1	2.4	2	5.4
	NS	8	19.0	5	13.5
	MA	18	42.9	16	43.2
	SA	14	33.3	13	35.1
	Total	42	100.0	37	99.9
A community college must be concerned with the social and academic acceptance of its programs by students from all socio-economic classes	SD	0	0.0	0	0.0
	MD	1	2.4	0	0.0
	NS	1	2.4	3	3.1
	MA	16	38.1	14	37.8
	SA	24	57.1	20	54.1
	Total	42	100.0	37	100.0
A community college is nearer secondary school than higher education in outlook and program	SD	16	38.1	7	18.9
	MD	7	16.7	7	18.9
	NS	8	19.0	10	27.0
	MA	10	23.8	13	35.1
	SA	1	2.4	0	0.0
	Total	42	100.0	37	99.9
The vocational and technical manpower needs of a community are the concern of a community college and should be reflected in its program	SD	1	2.4	1	2.7
	MD	0	0.0	1	2.7
	NS	2	4.9	1	2.7
	MA	17	41.5	13	35.1
	SA	21	51.2	21	56.8
	Total	41	100.0	37	100.0

		Faculty Number	Faculty Percent	Staff Number	Staff Percent
A community college is primarily a "teaching institution", therefore faculty research has a much lower priority than in the senior college or university (Faculty only)	SD	3	7.1	---	---
	MD	5	11.9	---	---
	NS	2	4.8	---	---
	MA	14	33.3	---	---
	SA	18	42.9	---	---
	Total	42	100.0		
A community college is primarily an educational institution and should not become involved in special services to the student (e.g. Job placement and assistance with personal problems)	SD	19	45.2	18	48.6
	MD	17	40.5	10	27.0
	NS	2	4.8	3	8.1
	MA	3	7.1	3	8.1
	SA	1	2.4	3	8.1
	Total	42	100.0	37	99.9
Vocational, technical, and liberal arts programs located in the same institution provide an opportunity for a student to more readily and realistically adjust his goals	SD	0	0.0	0	0.0
	MD	1	2.4	1	2.7
	NS	2	4.8	3	8.1
	MA	17	40.5	14	37.8
	SA	22	52.4	19	51.4
	Total	42	100.1	37	100.0
Standards are lowered at CEU by the mixture of academically and otherwise oriented students	SD	8	19.0	18	48.6
	MD	7	16.7	11	29.7
	NS	10	23.8	6	16.2
	MA	10	23.8	2	5.4
	SA	7	16.7	0	0.0
	Total	42	100.0	37	99.9
Student academic counseling by individual instructors is both possible and highly desirable in a community college	SD	0	0.0	0	0.0
	MD	0	0.0	1	2.7
	NS	1	2.4	2	5.4
	MA	13	31.7	16	43.2
	SA	27	65.9	18	48.6
	Total	41	100.0	37	99.9
CEU should not be available for those who cannot qualify at other institutions	SD	21	50.0	16	44.4
	MD	9	21.4	10	27.8
	NS	7	16.7	6	16.7
	MA	3	7.1	2	5.6
	SA	2	4.8	2	5.6
	Total	42	100.0	36	100.1

		Faculty Number	Faculty Percent	Staff Number	Staff Percent
Learning opportunities for students not motivated toward the usual academic subjects are an appropriate part of a community college curriculum	SD	2	4.7	0	0.0
	MD	2	4.7	1	2.8
	NS	3	7.0	5	13.9
	MA	15	34.9	13	36.1
	SA	21	48.8	17	47.2
	Total	43	100.1	36	100.0
Intercollegiate athletics has a place in a community college	SD	2	4.7	1	2.7
	MD	2	4.7	0	0.0
	NS	3	7.0	3	8.1
	MA	15	34.9	11	29.7
	SA	21	48.8	22	59.5
	Total	43	100.1	37	100.0
Vocational guidance by professionally trained counselors is important in a community college	SD	0	0.0	1	2.7
	MD	0	0.0	0	0.0
	NS	2	4.7	2	5.4
	MS	16	37.2	10	27.0
	SA	25	58.1	24	64.9
	Total	43	100.0	37	100.0
Academic advising should be done by trained counselors who have adequate preparation and time to spend studying the continually changing vocational and educational world	SD	2	4.7	1	2.7
	MD	3	7.0	4	10.8
	NS	7	16.3	6	16.2
	MS	19	44.2	13	35.1
	SA	12	27.9	13	35.1
	Total	43	100.1	37	99.9
Course selection is basically the students' responsibility in a community college, and, therefore, the college need not make extensive provisions for aiding the student in this area	SD	16	37.2	14	37.8
	MD	24	55.8	16	43.2
	NS	2	4.7	4	10.8
	MS	1	2.3	3	8.1
	SA	0	0.0	0	0.0
	Total	43	100.0	37	99.9
It is CEU'S responsibility to consider the needs of high school students in its vocational programs	SD	5	11.9	4	11.1
	MD	6	14.3	2	5.6
	NS	5	11.9	4	11.1
	MS	14	33.3	15	41.7
	SA	12	28.6	11	30.6
	Total	42	100.0	36	100.1

		Faculty Number	Faculty Percent	Staff Number	Staff Percent
Self conducted research on CEU's programs, instruction, etc., should be considered important at CEU	SD	1	2.3	0	0.0
	MD	1	2.3	1	2.7
	NS	8	18.6	8	21.6
	MA	15	34.9	7	18.9
	SA	18	41.9	21	56.8
	Total	43	100.0	37	100.0
Each faculty and staff member should be expected to participate in school activities and programs	SD	1	2.3	4	10.8
	MD	5	11.6	4	10.8
	NS	7	16.3	3	8.1
	MA	16	37.2	13	35.1
	SA	14	32.6	13	35.1
	Total	43	100.0	37	99.9
CEU should attempt to do more by way of extended day and evening courses and special events	SD	1	2.3	0	0.0
	MD	5	11.6	1	2.8
	NS	7	16.3	3	8.3
	MA	16	37.2	14	38.9
	SA	14	32.6	18	50.0
	Total	43	100.0	36	100.0
Each of us in our college has a responsibility to public relations and recruitment	SD	1	2.3	0	0.0
	MD	1	2.3	0	0.0
	NS	1	2.3	1	2.8
	MA	13	30.2	8	22.2
	SA	27	62.8	27	75.0
	Total	43	99.9	36	100.0

The responses of the faculty and staff were compared with each other by means of Chi-square tests. Significant differences are noted below. In examining the above data, the first thing to notice is the difference in educational background which exists between the faculty and the staff. It is seen that the faculty, generally, is at a higher educational level than the staff.

Each of the ten motivational factors described by Herzberg will now be examined beginning with achievement, which is a motivator. It is seen that the faculty and staff respond very positively to all the items relating to achievement except in the area of "The actual adoption of practices which you recommend." It is seen that a significant minority of faculty and staff are dissatistfied with the response given them in the area of implementation of their ideas. This results in a lack of job satisfaction among that portion of the faculty and staff. The staff responds more positively than the faculty in evaluating "The extent to which you are able objectively to evaluate your accomplishment." However, as already noted, both respond positively to this item.

The responses to the questions reflecting growth, also a motivator, will now be examined. The responses to these items are predominantly positive; however, there are several where a significant minority of dissatisfied responses exist. When asked about in-service education at CEU, the faculty indicated a large degree of dissatisfaction. In fact, dissatisfied responses outnumber satisified responses. In the area of the "Opportunities to attend professional conferences, workshops, etc." a significant minority of dissatisfied responses exist among the faculty and staff. It should be noted again that the dissatisfaction expressed by these individuals manifests itself as a lack of job satisfaction.

The responses to the questions related to interpersonal relations, a hygiene factor, will now be discussed. The responses to these items are very positive, thus avoiding job dissatisfaction among the faculty and staff. The one item where some dissatisfied responses exist is that of cooperation from faculty or staff outside of the individual's department. This tends to cause job dissatisfaction among those individuals expressing dissatisfied responses.

The responses to the items related to the hygiene factor of policy and administration will now be examined. A large number of these items have a significant minority of dissatisfied responses. In response to the question of "The extent to which administrative policies and procedures are actually followed" the dissatisfied responses outnumber the satisfied responses. The other areas where more than one-fourth of the responses are negative are, "Your involvement in making decisions", "The extent to which you are informed about matters affecting you", "The procedures used to select faculty for promotion to positions such as department chairman or division chairman", "The extent to which administrative policies and procedures are made available to the faculty or staff", "The administrative procedures used to carry out the educational program", and "The extent to which the policies meet faculty or staff needs." These are all areas which cause job dissatisfaction among a significant group of the faculty and staff.

The next area to be examined is that of recognition, a motivational factor. The responses to these items are all largely positive, indicating a high degree of job satisfaction among the faculty and staff in this area.

The next area to be examined is that of responsibility, also a motivational factor. As above, the responses to these items are largely positive, thus indicating a high degree of job satisfaction among the faculty and staff in this area.

The responses to the questions related to salary, a hygiene factor, will now be examined. With only one exception, dissatisfied responses outnumber satisfied responses in this area. The one exception is "The method used to determine your salary." However, about one-fourth of the faculty and staff indicated dissatisfaction with this item as well. The other areas, the range of salaries paid at CEU, "Your salary compared to that of people with training in other professions", "The amount of your salary", and "The earning potential of the staff compared to that of the faculty" all received a plurality of dissatisfied responses. This indicates a large degree of job dissatisfaction at CEU due to salaries. In response to the last item, of the earning potential of the faculty compared to the staff, a majority of the faculty

indicated that they were not sure of their response to this item.

The responses to the hygiene factor of supervision will now be examined. All of the responses to these items are largely positive, indicating a lack of job dissatisfaction due to supervision. The staff indicated a higher degree of satisfaction than did the faculty in the competence of their superiors to give leadership. Likewise, the staff indicated more satisfaction with the initiation of innovations by their superiors than did the faculty.

The responses to the items on the work itself, a motivational factor, will now be discussed. These responses are all highly positive indicating a great deal of job satisfaction with the type of work performed by both faculty and staff at CEU.

The last of the 10 motivational factor areas is that of working conditions, a hygiene factor. There are no significant amounts of dissatisfied responses to these items indicating a lack of job dissatisfaction caused by working conditions. The staff is more positive in their responses than the faculty with regard to their work schedule compared to co-workers and those outside of education. The staff is also more satisfied than the faculty with their office facilities or work area.

The vast majority of the faculty and staff at CEU indicate that they are satisfied with their job at CEU. The responses to this question will be examined in more detail at a later point in this report.

The responses to the questions relating to the community college concept are generally self explanatory. The only comment made at this point refers to those items where differences exist between the faculty and staff.

In responding to the question of whether the extension of educational opportunity through provision for remedial work is a responsibility of CEU, the staff answered more positively than the faculty, although both responded favorably. In response to the question of whether standards are lowered at CEU by the mixture of academically and otherwise oriented students, the faculty responded much more heavily than the staff that standards were lowered by this mixture of students. There were no significant differences in response between faculty and staff for any of the other questions in this section.

It is now appropriate to break down the responses by several other categories and examine the results. This analysis will be done through use of the Chi-square test. The first area to be looked at is that of the responses separated according to the overall level of job satisfaction. The most meaningful way to examine this data seems to be to look at the faculty and staff responses separately. First, the faculty.

The Chi-square tests, without displaying each one, between overall level of job satisfaction and each individual item on the questionaire indicate the following areas as being significant in determining overall job satisfaction for the faculty. The most highly significant areas are that the students follow the practices being taught, the opportunities for increased responsibility for

faculty, the recognition of faculty accomplishments by superiors and the faculty member's level of enthusiasm about teaching. Other highly significant areas are the actual achievement of work-related goals, personal relationships on the job, recognition of accomplishments by co-workers, on-the-job supervision given by superiors, counsel and guidance given by superiors, the general type of work the faculty member does, the number of hours worked each week and the faculty members work schedule compared to co-worker's schedules. Other areas of significance in relation to overall job satisfaction for faculty are the adoption of practices recommended by the faculty member, committee responsibilities, responsibilities outside the faculty member's major area of interest and the number of course preparations required. All these items represent areas where a high correlation exists between dissatisfaction in these areas and overall job dissatisfaction or vice-versa. As such, in harmony with the results previously discussed, in order to improve CEU's performance, these are areas where whatever administrative control possible should be excercised to aid the satisfaction of the faculty at CEU.

The results of a similar series of Chi-square tests on the staff responses reveal a greater number of significant areas of relationships between overall job satisfaction and satisfaction with individual items. The most highly significant areas for the staff are personal goal attainment, the amount of responsibility held by the staff member, the level of understanding between the staff member and superiors, counsel and guidance given by superiors, specific on-the-job training offered by the staff member's superior and the staff member's level of enthusiasm about his job. Other highly significant areas include professional relationships on the job, competance of the employee's superior to give leadership and the initiation of innovation by superiors. Other areas of significance are the actual achievement of work-related goals, opportunities provided for growth at CEU compared to growth available outside of education, staff-student relationships, the extent to which administrative policies and procedures are made available to the staff, the administrative procedures used to carry out the educational program, recognition of individual accomplishments by superiors, the staff member's responsibilities compared to those of co-workers, the earning potential of the staff compared to the faculty, on-the-job supervision given by the employee's superior, the willingness of the individual's superior to delegate authority, the sensitivity of superior to the employee's needs, office facilities or work areas and the individual's work schedule compared to co-worker's schedules. To repeat what was said before, these items represent areas where a high correlation exists between dissatisfaction with these areas and overall job dissatisfaction or vice-versa.

It should be emphasized that the results of these Chi-square tests and the overall responses discussed earlier pin point those areas at CEU in need of improvement in order to improve the performance of CEU's employees and hence the effectiveness of CEU as an educational institution.

Further breakdown of the responses and analysis according to the various demographic items in the questionnaire will now be discussed, beginning with the faculty.

The first division and comparison of responses for the faculty is according to the sex of the respondent. It is found in this analysis that female faculty members are more satisfied with personal relationships on the job than are male

faculty members. This is one of the highly significant areas noted above. Therefore, significant improvement in job satisfaction at CEU would be achieved by improving personal relationships among male faculty members. This analysis also shows that female faculty members at CEU are more dissatisfied with the extent to which policies meet faculty needs at CEU than are male faculty members. There is also a higher degree of dissatisfaction among female faculty than male faculty with their salary compared to that of people with similar training in other professions. Female faculty at CEU are more dissatisfied than male faculty with the level of understanding between themselves and superiors. Likewise, female faculty members are more dissatisfied than males with the competence of their superior to give leadership and on-the-job supervision given by their superior. The latter area was also a highly significant area relating to job satisfaction. Therefore, an improvement of the opinion of on-the-job supervision given at CEU among female faculty would improve job satisfaction at CEU. Female faculty at CEU are also more dissatisfied than male faculty with the willingness of superiors to delegate authority, with the fairness of superiors and with the counsel and guidance given by superiors. This last area is also highly significant in relation to overall job satisfaction. Therefore, improvement in the opinion of female faculty in this area would improve job satisfaction at CEU. In the items in the community college concept section, female faculty indicated more agreement than male faculty that adult education is one of the basic functions of a community college.

The comparisons of response by length of employment at CEU will now be discussed. There is a higher degree of satisfaction among faculty with three years or less at CEU than others with the item of students following the practices being taught. This was very highly significant when compared with overall level of job satisfaction. It should be noted that the response to this item was nearly unanimously positive. Those faculty with 10 years or less at CEU were more satisfied observing student's growth and success over a period of time. Those with between four and ten years at CEU were more satisfied with opportunities to attend professional conferences, workshops, etc. Those with less than four years at CEU were more satisfied than others with their responsibilities compared with those of their co-workers. Those with four to ten years at CEU were more dissatisfied with the fairness of superiors than any other group. Those faculty members with four or more years at CEU were more dissatisfied with on-the-job training offered by superiors than those with less time at CEU. Those with four to ten years at CEU were in more disagreement than others that CEU's technical and vocational programs strive to meet the needs of the community. Those faculty members with eleven or more years were in less agreement than others that the two-year career programs are vital in a community college. Those with more than eleven years at CEU expressed more disagreement than others with the statement that a community college provides educational opportunity to a broader segment of the community than other types of institutions. Those with three years or less at CEU expressed all of the disagreement with the statement that a community college is primarily a "teaching institution" which relegated faculty research to a much lower priority than at a university. Those with four to ten years at CEU were most in agreement with the statement that CEU should attempt to do more by way of evening courses and special events.

The next area to be considered is level of education of the faculty. The first significant difference in response is that as level of education increases, satisfaction with the statement that students follow the practices being taught decreases. This was also a highly significant item when compared with overall

job satisfaction. A similar relationship exists for the item of observing students' growth and success over a period of time. Those faculty members with less than a Bachelor's degree indicate a greater degree of satisfaction than those with higher degrees for the item of professional relationships on the job. As education increases, dissatisfaction with the extent to which the faculty member is informed about matters affecting him increases. Likewise with the extent to which administrative policies and procedures are made available to the faculty. Those with a Master's degree or higher are less dissatisfied than others with their salary compared to that of those with similar training in other professions. The responses to this item are largely negative. Those with a Master's degree or higher are more satisfied than others with personal encouragement given by their superiors. Those with Bachelor's degrees are more negative in their opinion of the initiation of innovations by their superiors than others in the faculty. Those with less than a Bachelor's degree are more satisfied with the fairness of their superiors and the sensitivity of their superiors to their needs. All of the dissatisfied responses to the adequacy of instructional equipment come from those with Master's degrees or higher. All of the responses indicating some level of overall job dissatisfaction also come from those with a Master's degree or higher. Those with less than a Bachelor's degree disagree strongly with the statement that a community college is primarily a "teaching institution" thus relegating faculty research to a much lower priority, while those with a higher level of education express a high degree of agreement with that statement. As level of education increases disagreement with the statement that it is CEU's responsibility to consider the needs of high school students in its vocational programs increases.

The last area of consideration for the faculty is a comparison of responses separated according to division. Those faculty in the Humanities and Social Sciences division are less satisfied with the friendliness of co-workers than those in other divisions. Those in Applied Science are most satisfied with professional relationships on the job while those in Humanities are least satisfied. Likewise, those in Applied Science are most satisfied with the recognition of their accomplishments by co-workers while those in Humanities are least satisfied. Almost all faculty in the Humanities division indicate that they are dissatisfied or not sure of their feelings about on-the-job training offered by their superior, most of those in Applied Science indicate satisfaction with this area. All of the dissatisfied responses in the area of office facilities come from the Humanities division. Likewise, all of the responses indicating overall dissatisfaction with the job are from the Humanities division. The highest proportion of positive responses to the statement that the standards of higher education make it mandatory that all programs in community colleges be secondary to the transfer programs come from the Humanities division. The highest proportion of negative responses to the statement that a community college is primarily a "teaching institution" leaving faculty research to a very low priority come from the Applied Science division. Those faculty members from the Applied Science division generally disagreed with the statement that standdards were lowered at CEU by the mixture of academically and otherwise oriented students while those from the other two divisions generally agreed with that statement. The highest proportion of positive responses to the statement that CEU should attempt to do more by way of extended day and evening courses and special events came from the Applied Science division.

Now the responses of the staff, including administration, separated by the various demographic items will be examined. Female staff members are more

satisfied than male staff with staff-student relationships at CEU. This item was also significant when compared with overall level of job satisfaction. Female staff are also more satisfied than male staff with the sensitivity of their superiors to their needs. As above, this was also significant when compared with overall level of job satisfaction. Female staff are also more satisfied than male staff with the number of hours they work each week. A higher proportion of female staff than male staff agree with the statement that a community college teaching position is identical in scope to a teaching position at a university. A higher proportion of male staff members than female staff agree with the statement that a community college must be concerned with the acceptance of its programs by students from all socio-economic classes. A higher proportion of male staff members than female disagree with the statement that a community college is nearer secondary school than higher education in outlook and program and that a community college need not become involved in special services to its students.

The next area to be looked at is the length of time at CEU. Those members with from four to ten years at CEU are most dissatisfied with the authority they have to get the job done. As length of time at CEU increases, lack of satisfaction with the level of understanding that the staff member and his superiors have of each other increases. This is also a highly significant area when compared with overall level of job satisfaction. Those with 11 or more years at CEU are most uncertain as to their satisfaction with the sensitivity of their superiors to their needs. This also was significant when compared with overall level of job satisfaction. As length of time at CEU increases, lack of agreement with the statement that a community college must be concerned with the acceptance of its programs by students from all socio-economic classes increases.

The next area to be considered is level of education of the staff. As level of education of the staff goes up, so does satisfaction with the prevailing educational philosophy at CEU. Those with a Bachelor's degree are least satisfied with responsibilities outside their major areas of interest. Those with a Master's degree or higher are least satisfied with association with college students. Those with less than a Bachelor's degree are most satisfied with the number of hours they work each week. Those with less than a Bachelor's degree are most strongly in agreement with the statement that a community college teaching position is identical to a university teaching position. As level of education increases, so does disagreement with the statement that a community college is nearer secondary school than higher education in outlook and program.

The last area to be examined is a comparison of the views of the administration with the other staff members. The staff is more dissatisfied than the administration with opportunities to attend conferences, workshops, etc. The administration is more satisfied than the staff with their recognition compared to that of their co-workers. The administration is also more satisfied than the staff with the total amount of responsibility they have. This area was one of those where significant differences existed when compared with overall job satisfaction. This indicates that if the staff were to become more satisfied with their total responsibilities, job satisfaction at CEU would improve. The administration agreed more strongly than the staff that vocational, technical and liberal arts programs located in the same institution provide an opportunity for a student to more realistically and readily adjust his goals. The administration was also in stronger agreement than the staff that each of the members of the college have a responsibility to public relations and recruitment.

Summary and Conclusion

In summary, the following may be said about the job satisfaction of CEU faculty and staff. There is a lack of satisfaction among the CEU staff with the adoption of practices recommended by the employee. There is a great lack of job satisfaction among faculty caused by dissatisfaction with in-service training at CEU. There is also a lack of job satisfaction caused by dissatisfaction with opportunities to attend professional workshops, conferences, etc. There is some job dissatisfaction caused by dissatisfaction with cooperation obtained from employees outside ones department. There is a large degree of job dissatisfaction caused by dissatisfaction with the policy and administration at CEU. Likewise, dissatisfaction with salaries is responsible for a large degree of job dissatisfaction at CEU.

With the exception of those areas noted above, there is a high degree of job satisfaction at CEU due to satisfaction with the areas of achievement, growth, recognition, responsibility and the work itself. In other words, satisfaction with all of the motivational factors is high, yielding general job satisfaction. This is reflected in the responses to the question of overall job satisfaction. In addition, responses to the hygiene factors of interpersonal relations, supervision and working conditions are largely satisfied, yielding a lack of job dissatisfaction. It can be seen that the basis for much job dissatisfaction exists in the areas of policy and administration and salary. Obviously, those two areas highlight themselves and appear to be the most crucial areas for improvement of job satisfaction and hence institutional effectiveness. It is recommended that whatever level of administrative control possible be exercised to improve the level of satisfaction of the faculty and staff in these areas as highlighted in the body of this report. It is felt that such improvement will bring positive, observable results and increase the effectiveness and the satisfaction of the faculty and staff at CEU. Furthermore, it is recommended that the administration of this survey be repeated two or three years in the future to gauge the effects of corrective action taken. It is the author's parting hope that the results of this study aid CEU as it continues to improve in effectiveness as the educational institution of eastern Utah.

APPENDIX

COLLEGE OF EASTERN UTAH FACULTY OPINION SURVEY

INSTRUCTIONS

1. Respond to each item by checking the appropriate alternative or by entering the requested information.

2. If you have difficulty in responding to any item, give your best estimate or appraisal. You may wish to clarify your response by commenting in the margin.

3. It is very important that all items have a response.

4. Your anonymity is insured. The identification number above is to insure that responses are obtained from all faculty members. It will be removed as soon as your response is verified.

Thank you for your cooperation.

Sex: Male _____ Female _____

Numbers of years employed at CEU: _____

Highest level of education:

_____ High school
_____ Postsecondary certificate or diploma
_____ Associate degree
_____ Bachelor's degree
_____ Bachelor's degree plus hours
_____ Master's degree
_____ Master's degree plus hours
_____ Education Specialist degree
_____ Doctoral degree
_____ Other (please specify) _____

Major area of current instructional responsibility:

College Transfer _____ Vocational - Technical _____

Division: Humanities and Social Sciences _____
Natural Science _____
Applied Science _____

For each of the following items, circle the response which best represents your level of job satisfaction or dissatisfaction.

Scale: 1 = Very dissatisfied (VD)
2 = Slightly to moderately dissatisfied (MD)
3 = Not sure of opinion (NS)
4 = Slightly to moderately satisfied (MS)
5 = Very satisfied (VS)

		VD	MD	NS	MS	VS
1.	The actual achievement of work-related goals.	1	2	3	4	5
2.	The immediate results from your work.	1	2	3	4	5
3.	The actual adoption of practices which you recommend.	1	2	3	4	5
4.	Personal goal attainment.	1	2	3	4	5
5.	Students follow the practices being taught.	1	2	3	4	5
6.	Observing students' growth and success over a period of time.	1	2	3	4	5
7.	The extent to which you are able objectively to evaluate your accomplishment.	1	2	3	4	5
8.	Opportunities for increased responsibility in education.	1	2	3	4	5
9.	Opportunities provided for growth in education compared with growth in other fields.	1	2	3	4	5
10.	Participation in in-service education.	1	2	3	4	5
11.	Types and levels of in-service education.	1	2	3	4	5
12.	Opportunities to grow professionally through formal education..	1	2	3	4	5
13.	Opportunities to attend professional conferences, workshops, etc.	1	2	3	4	5
14.	Friendliness of your co-workers.	1	2	3	4	5
15.	Cooperation from faculty in your department/(division if one person department.)	1	2	3	4	5
16.	Cooperation from faculty outside your department/ (division if one person department.)	1	2	3	4	5
17.	Faculty-student relationships.	1	2	3	4	5
18.	Professional relationships on the job.	1	2	3	4	5
19.	Personal relationships on the job.	1	2	3	4	5
20.	Overall institutional relations including faculty, students, and staff.	1	2	3	4	5
21.	Your involvement in making decisions.	1	2	3	4	5
22.	The extent to which you are informed about matters affecting you.	1	2	3	4	5
23.	The procedures used to select faculty for promotion to positions such as department chairman, or division chairman.	1	2	3	4	5
24.	The extent to which administrative policies and procedures are made available to the faculty.	1	2	3	4	5

		VD	MD	NS	MS	VS
25.	The administrative procedures used to carry out the educational program.	1	2	3	4	5
26.	The extent to which administrative policies and procedures are actually followed.	1	2	3	4	5
27.	The extent to which the policies meet faculty needs.	1	2	3	4	5
28.	The educational philosophy which prevails at CEU.	1	2	3	4	5
29.	Recognition of your accomplishments by co-workers.	1	2	3	4	5
30.	Recognition of your accomplishments by superiors.	1	2	3	4	5
31.	Your recognition compared to that of your co-workers.	1	2	3	4	5
32.	The recognition you get from the administration for your ideas.	1	2	3	4	5
33.	Publicity given to your work and activities.	1	2	3	4	5
34.	The authority you have to get the job done.	1	2	3	4	5
35.	The total amount of responsibility you have.	1	2	3	4	5
36.	Your responsibilities compared with those of your co-workers.	1	2	3	4	5
37.	Committee responsibilities.	1	2	3	4	5
38.	Responsibilities outside your major areas of interest.	1	2	3	4	5
39.	The method used to determine your salary.	1	2	3	4	5
40.	The range of salaries paid to instructors in your institution.	1	2	3	4	5
41.	Your salary compared to that of people with similar training in other professions.	1	2	3	4	5
42.	The amount of your salary.	1	2	3	4	5
43.	The earning potential of the faculty compared to that of the administration.	1	2	3	4	5
44.	The level of understanding that your superiors and you have of each other.	1	2	3	4	5
45.	On-the-job supervision given by your superior.	1	2	3	4	5
46.	Competence of your superior to give leadership.	1	2	3	4	5
47.	Personal encouragement given by your superior.	1	2	3	4	5
48.	The willingness of your superior to delegate authority.	1	2	3	4	5
49.	Authority delegated compared to duties delegated.	1	2	3	4	5

	VD	MD	NS	MS	VS
50. Counsel and guidance given by your superiors.	1	2	3	4	5
51. The initiation of innovations by your superiors.	1	2	3	4	5
52. The fairness of your superiors.	1	2	3	4	5
53. The sensitivity of your superiors to your needs.	1	2	3	4	5
54. Specific on-the-job training offered by your superior.	1	2	3	4	5
55. Work and association with college-age students.	1	2	3	4	5
56. The interesting and challenging aspects of teaching.	1	2	3	4	5
57. The general type of work you do.	1	2	3	4	5
58. Your level of enthusiasm about teaching.	1	2	3	4	5
59. The number of classes or groups for which you are responsible.	1	2	3	4	5
60. The number of hours you work each week.	1	2	3	4	5
61. Your work schedule compared to that of people with similar training in other professions.	1	2	3	4	5
62. Your office facilities.	1	2	3	4	5
63. The adequacy of instructional equipment.	1	2	3	4	5
64. The number of course preparations required.	1	2	3	4	5
65. Your work schedule compared to that of your co-workers.	1	2	3	4	5
66. Consider all aspects of your job as an instructor and indicate your overall level of job satisfaction or dissatisfaction.	1	2	3	4	5

For each of the following items, circle the response which best represents your opinion.

Scale: 1 = Strongly disagree (SD)
2 = Slightly to moderately disagree (MD)
3 = Not sure of opinion (NS)
4 = Slightly to moderately agree (MA)
5 = Strongly agree (SA)

67. Technical and vocational programs at CEU strive to meet the technical and vocational needs of the community.	1	2	3	4	5
68. A community college teaching position is identical in scope and emphasis to a teaching position at a senior college or university.	1	2	3	4	5
69. Adult education is one of the basic functions of a community college.	1	2	3	4	5

		SD	MD	NS	MA	SA
70.	The standards of higher education make it mandatory that all programs in community colleges be secondary to the transfer programs.	1	2	3	4	5
71.	The two-year career programs are vital in a community college in order for it to effectively discharge its education obligation to the community.	1	2	3	4	5
72.	It is realistic and sound educational policy for a community college to attempt to provide post high school programs for varying ability levels.	1	2	3	4	5
73.	A community college provides the opportunity for acquiring education beyond high school to a broader segment of the community than other types of institutions.	1	2	3	4	5
74.	The extension of educational opportunity through provision for remedial work is a responsibility of CEU.	1	2	3	4	5
75.	Community service and participation is an individual staff obligation.	1	2	3	4	5
76.	A community college must be concerned with the social and academic acceptance of its programs by students from all socio-economic classes.	1	2	3	4	5
77.	A community college is nearer secondary school than higher education in outlook and program.	1	2	3	4	5
78.	The vocational and technical manpower needs of a community are the concern of a community college and should be reflected in its program.	1	2	3	4	5
79.	A community college is primarily a "teaching institution", therefore faculty research has a much lower priority than in the senior college or university.	1	2	3	4	5
80.	A community college is primarily an educational institution and should not become involved in special services to the student (e.g. Job placement and assistance with personal problems).	1	2	3	4	5
81.	Vocational, technical, and liberal arts programs located in the same institution provide an opportunity for a student to more readily and realistically adjust his goals.	1	2	3	4	5
82.	Standards are lowered at CEU by the mixture of academically and otherwise oriented students.	1	2	3	4	5
83.	Student academic counseling by individual instructors is both possible and highly desirable in a community college.	1	2	3	4	5
84.	CEU should not be available for those who cannot qualify at other institutions.	1	2	3	4	5

		SD	MD	NS	MA	SA
85.	Learning opportunities for students not motivated toward the usual academic subjects are an appropriate part of a community college curriculum.	1	2	3	4	5
86.	Intercollegiate athletics has a place in a community college.	1	2	3	4	5
87..	Vocational guidance by professionally trained counselors is important in a community college.	1	2	3	4	5
88.	Academic advising should be done by trained counselors who have adequate preparation and time to spend studying the continually changing vocational and educational world.	1	2	3	4	5
89.	Course selection is basically the students' responsibility in a community college, and, therefore, the college need not make extensive provisions for aiding the student in this area.	1	2	3	4	5
90.	It is CEU's responsibility to consider the needs of high school students in its vocational programs.	1	2	3	4	5
91.	Self conducted research on CEU's programs, instruction, etc., should be considered important at CEU.	1	2	3	4	5
92.	Each faculty and staff member should be expected to participate in school activities and programs.	1	2	3	4	5
93.	CEU should attempt to do more by way of extended day and evening courses and special events.	1	2	3	4	5
94.	Each of us in our college has a responsibility to public relations and recruitment.	1	2	3	4	5

Please add any specific comments you may have about CEU or your relationship to CEU which are not covered above. Please return this completed form to the Office of Institutional Research.

COLLEGE OF EASTERN UTAH, EMPLOYEE OPINION SURVEY

INSTRUCTIONS

1. Respond to each item by checking the appropriate alternative or by entering the requested information.

2. If you have difficulty in responding to any item, give your best estimate or appraisal. You may wish to clarify your response by commenting in the margin.

3. It is very important that all items have a response.

4. Your anonymity is insured. The identification number above is to insure that responses are obtained from all staff members. It will be removed as soon as your response is verified.

5. If you are in the administration, substitute administration for the word "staff" where appropriate.

Sex: Male _____ Female _____

Number of years employed at CEU: _____

Highest level of education:

_____ High school
_____ Postsecondary certificate or diploma
_____ Associate degree
_____ Bachelor's degree
_____ Bachelor's degree plus hours
_____ Master's degree
_____ Master's degree plus hours
_____ Education Specialist degree
_____ Doctoral degree
_____ Other (please specify) _____

Job classification:

Administration _____ Staff _____

For each of the following items, circle the response which best represents your level of job satisfaction or dissatisfaction.

Scale: 1 = Very dissatisfied (VD)
2 = Slightly to moderately dissatisfied (MD)
3 = Not sure of opinion (NS)
4 = Slightly to moderately satisfied (MS)
5 = Very satisfied (VS)

		VD	MD	NS	MS	VS
1.	The actual achievement of work-related goals.	1	2	3	4	5
2.	The immediate results from your work.	1	2	3	4	5
3.	The actual adoption of practices which you recommend.	1	2	3	4	5
4.	Personal goal attainment.	1	2	3	4	5
5.	The extent to which you are able objectively to evaluate your accomplishment.	1	2	3	4	5
6.	Opportunities for increased responsibility at CEU.	1	2	3	4	5
7.	Opportunities provided for growth at CEU compared to growth available outside of education.	1	2	3	4	5
8.	Opportunities to grow professionally through formal education.	1	2	3	4	5
9.	Opportunities to attend professional conferences, workshops, etc.	1	2	3	4	5
10.	Friendliness of your co-workers.	1	2	3	4	5
11.	Cooperation from staff in your department.	1	2	3	4	5
12.	Cooperation from faculty and staff outside your department.	1	2	3	4	5
13.	Staff - student relationships.	1	2	3	4	5
14.	Professional relationships on the job.	1	2	3	4	5
15.	Personal relationships on the job.	1	2	3	4	5
16.	Overall institutional relations including faculty, students, and staff.	1	2	3	4	5
17.	Your involvement in making decisions.	1	2	3	4	5
18.	The extent to which you are informed about matters affecting you.	1	2	3	4	5
19.	The extent to which administrative policies and procedures are made available to the staff.	1	2	3	4	5
20.	The administrative procedures used to carry out the educational program.	1	2	3	4	5
21.	The extent to which administrative policies and procedures are actually followed.	1	2	3	4	5
22.	The extent to which the policies meet staff needs.	1	2	3	4	5
23.	The educational philosophy which prevails at CEU.	1	2	3	4	5
24.	Recognition of your accomplishments by co-workers.	1	2	3	4	5
25.	Recognition of your accomplishments by superiors.	1	2	3	4	5

		VD	MD	NS	MS	VS
26.	Your recognition compared to that of your co-workers.	1	2	3	4	5
27.	The recognition you get from the administration for your ideas.	1	2	3	4	5
28.	Publicity given to your work and activities.	1	2	3	4	5
29.	The authority you have to get the job done.	1	2	3	4	5
30.	The total amount of responsibility you have.	1	2	3	4	5
31.	Your responsibilities compared with those of your co-workers.	1	2	3	4	5
32.	Committee responsibilities.	1	2	3	4	5
33.	Responsibilities outside your major areas of interest.	1	2	3	4	5
34.	The method used to determine your salary.	1	2	3	4	5
35.	The range of salaries paid to staff in your institution.	1	2	3	4	5
36.	Your salary compared to that of people with similar training in other professions.	1	2	3	4	5
37.	The amount of your salary.	1	2	3	4	5
38.	The earning potential of the staff compared to that of the faculty.	1	2	3	4	5
39.	The level of understanding that your superiors and you have of each other.	1	2	3	4	5
40.	On-the-job supervision given by your superior.	1	2	3	4	5
41.	Competence of your superior to give leadership.	1	2	3	4	5
42.	Personal encouragement given by your superior.	1	2	3	4	5
43.	The willingness of your superior to delegate authority.	1	2	3	4	5
44.	Authority delegated compared to duties delegated.	1	2	3	4	5
45.	Counsel and guidance given by your superiors.	1	2	3	4	5
46.	The initiation of innovations by your superiors.	1	2	3	4	5
47.	The fairness of your superiors.	1	2	3	4	5
48.	The sensitivity of your superiors to your needs.	1	2	3	4	5
49.	Specific on-the-job training offered by your superior.	1	2	3	4	5
50.	Work and association with college-age students.	1	2	3	4	5
51.	The general type of work you do.	1	2	3	4	5

	VD	MD	NS	MS	VS
52. Your level of enthusiasm about your job.	1	2	3	4	5
53. The number of hours you work each week.	1	2	3	4	5
54. Your work schedule compared to that of people with similar training in other professions.	1	2	3	4	5
55. Your office facilities or work area.	1	2	3	4	5
56. The adequacy of equipment you use.	1	2	3	4	5
57. Your work schedule compared to that of your co-workers.	1	2	3	4	5
58. Consider all aspects of your job and indicate your overall level of job satisfaction or dissatisfaction.	1	2	3	4	5

For each of the following items, circle the response which best represents your opinion.

Scale: 1 = Strongly disagree (SD)
2 = Slightly to moderately disagree (MD)
3 = Not sure of opinion (NS)
4 = Slightly to moderately agree (MA)
5 = Strongly agree (SA)

	SD	MD	NS	MA	SA
59. Technical and vocational programs at CEU strive to meet the technical and vocational needs of the community.	1	2	3	4	5
60. A community college teaching position is identical in scope and emphasis to a teaching position at a senior college or university.	1	2	3	4	5
61. Adult education is one of the basic functions of a community college.	1	2	3	4	5
62. The standards of higher education make it mandatory that all programs in community colleges be secondary to the transfer programs.	1	2	3	4	5
63. The two-year career programs are vital in a community college in order for it to effectively discharge its education obligation to the community.	1	2	3	4	5
64. It is realistic and sound educational policy for a community college to attempt to provide post high school programs for varying ability levels.	1	2	3	4	5
65. A community college provides the opportunity for acquiring education beyond high school to a broader segment of the community than other types of institutions.	1	2	3	4	5
66. The extension of educational opportunity through provision for remedial work is a responsibility of CEU.	1	2	3	4	5
67. Community service and participation is an individual staff obligation.	1	2	3	4	5

		SD	MD	NS	MA	SA
68.	A community college must be concerned with the social and academic acceptance of its programs by students from all socio-economic classes.	1	2	3	4	5
69.	A community college is nearer secondary school than higher education in outlook and program.	1	2	3	4	5
70.	The vocational and technical manpower needs of a community are the concern of a community college and should be reflected in its program.	1	2	3	4	5
71.	A community college is primarily an educational institution and should not become involved in special services to the student (e.g. Job placement and assistance with personal problems).	1	2	3	4	5
72.	Vocational, technical, and liberal arts programs located in the same institution provide an opportunity for a student to more readily and realistically adjust his goals.	1	2	3	4	5
73.	Standards are lowered at CEU by the mixture of academically and otherwise oriented students.	1	2	3	4	5
74.	Student academic counseling by individual instructors is both possible and highly desirable in a community college.	1	2	3	4	5
75.	CEU should not be available for those who cannot qualify at other institutions.	1	2	3	4	5
76.	Learning opportunities for students not motivated toward the usual academic subjects are an appropriate part of a community college curriculum.	1	2	3	4	5
77.	Intercollegiate athletics has a place in a community college.	1	2	3	4	5
78.	Vocational guidance by professionally trained counselors is important in a community college.	1	2	3	4	5
79.	Academic advising should be done by trained counselors who have adequate preparation and time to spend studying the continually changing vocational and educational world.	1	2	3	4	5
80.	Course selection is basically the students' responsibility in a community college, and, therefore, the college need not make extensive provisions for aiding the student in this area.	1	2	3	4	5
81.	It is CEU's responsibility to consider the needs of high school students in its vocational programs.	1	2	3	4	5
82.	Self conducted research on CEU's programs, instruction, etc., should be considered important at CEU.	1	2	3	4	5
83.	Each faculty and staff member should be expected to participate in school activities and programs.	1	2	3	4	5

	SD	MD	NS	MA	SA
84. CEU should attempt to do more by way of extended day and evening courses and special events.	1	2	3	4	5
85. Each of us in our college has a responsibility to public relations and recruitment.	1	2	3	4	5

Please add any specific comments you may have about CEU or your relationship to CEU which are not covered above. Please return this completed form to the Office of Institutional Research.

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 22 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES